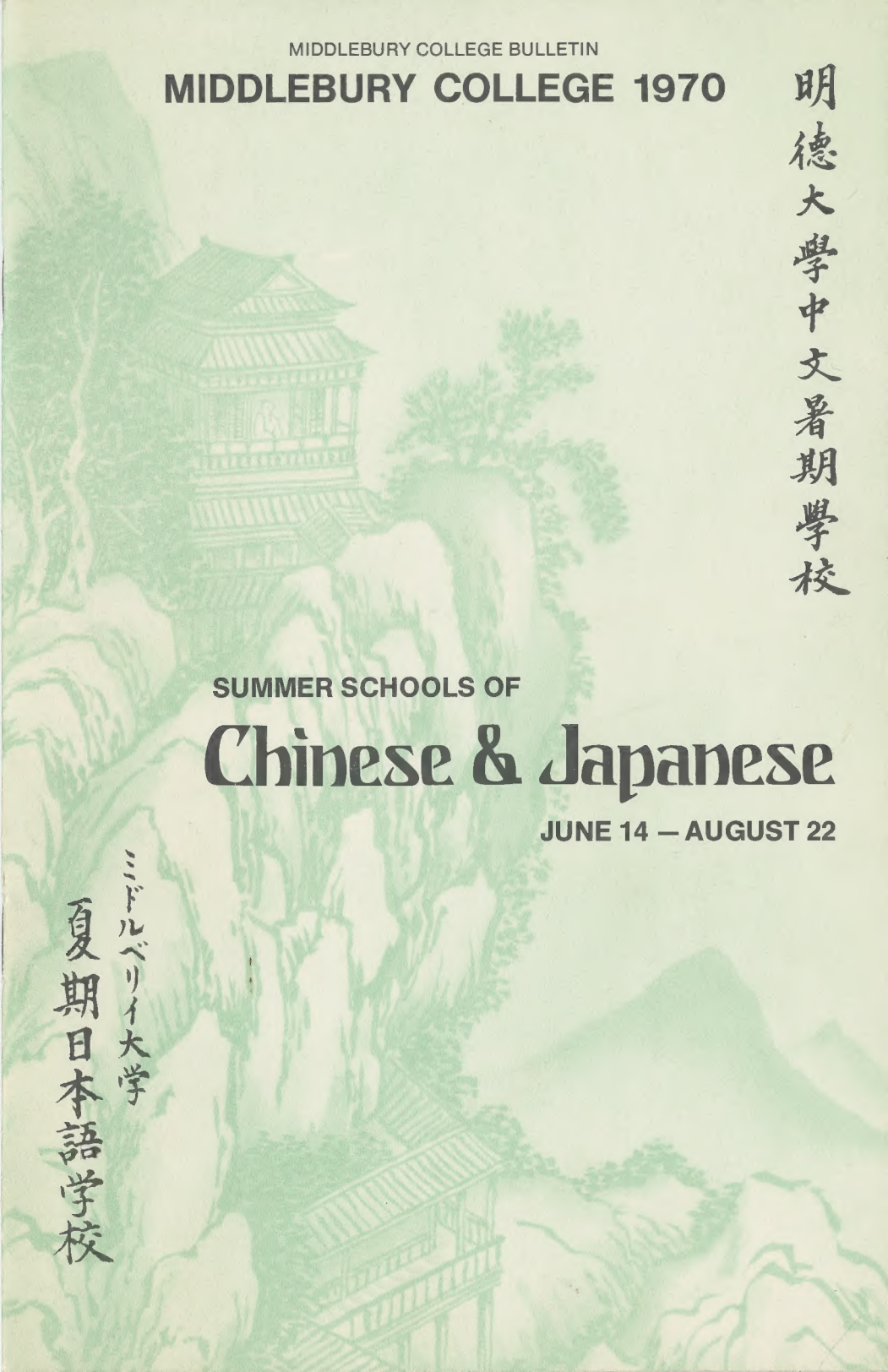
MIDDLEBURY COLLEGE BULLETIN

MIDDLEBURY COLLEGE 1970

明德大學中文暑期學校



SUMMER SCHOOLS OF

Chinese & Japanese

JUNE 14 — AUGUST 22

ミドルベリイ大学
夏期日本語学校

Middlebury College Bulletin
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Middlebury College

Summer Schools of Chinese and Japanese
June 14 to August 22, 1970

Middlebury College announces the fifth session of its Summer School of Chinese, and the inauguration of its Summer School of Japanese. These two schools form a part of the college's internationally known schools of modern foreign languages. Beginning over fifty years ago, the segregated, specialized summer schools of French, German, Italian, Russian and Spanish have stood for a mastery of the spoken and written language, and a coordinated knowledge of the life, history, literature and culture of the foreign country.

The Idea: The same time-tested principles are now being applied to the Schools of Chinese and Japanese: complete concentration upon the foreign language, reducing to a minimum all outside diversions and contact with English, maximum "immersion" in the foreign atmosphere. Students and faculty members live together in dormitories on the campus and take their meals together in a dining room exclusively reserved for them.

The Pledge: As in all the other Middlebury Schools, third-year and fourth-year students in the Chinese School are required to sign a "pledge of honor" that they will speak only Chinese, and will use no English, among themselves, and with the faculty, in class or out, in dormitory rooms or on excursions, or wherever they may be, for the entire ten weeks, without specific permission of the Director. In both the Chinese and Japanese Schools, second-year students are required to sign a formal pledge that they will make Chinese, or Japanese, their habitual and preferred means of communication, to the utmost of their ability, especially with the faculty and advanced students. Even the beginners in both schools are pledged to reduce their use of English progressively, and to maximize their use of

Chinese or Japanese. It is our experience that by the sixth week, beginners can carry on all table conversation and a large part of general communication as well as all class work, in the foreign language. Students in all the schools are forbidden to have any contact in English with students in any other of the schools.

Activities: The focus of all extra curricular activities of each school is on the use of the foreign language. Faculty and students gather for a mid-morning coffee break in the lounge, relieving class tension, but continuing the use of the language. There are special evening parties, group singing, and outdoor games. Picnics and off-campus excursions are organized on weekends, since there are no Saturday classes. Informal dramatics, and a series of Chinese or Japanese movies are regularly scheduled throughout the session. Similarity of aim among students fosters good comradeship; while constant association with friendly instructors in all these activities brings both inspirational and intellectual stimulus.

Location: Middlebury College, founded in 1800 and still one of the most charming of New England colleges, is located in a lovely Vermont countryside at the foot of the Green Mountains, not far from Lake Champlain. The summer climate is delightful. No college in the East offers more attractive opportunities for out-of-door recreation. Students often spend late afternoons and weekends at a lakeside or hiking in the mountains. Swimming may be enjoyed at Lake Dunmore and in the college indoor pool. Tennis and golf are available. Lake Champlain, Mount Mansfield, Ticonderoga, the Adirondacks, Lake Placid, or the White Mountains: any of these can be visited in a day's trip.

Equipment: The Sunderland Language Center is equipped with the most modern facilities for language learning. The sound-proof, air-conditioned individual practice carrels are each provided with a console combining two tape recording and playback machines, permitting the student to work individually on his own exercise, at his own preferred speed and time. Audio-visual classrooms are equipped for film-strip and synchronized slide showings, recording and playback. The Dana Auditorium provides for concerts, film showings, lectures, dramatic readings and panel discussions.

The excellent College Library has a small but representative Chinese collection of carefully selected standard works and basic reference tools. It is also building a similar collection in Japanese. Both schools subscribe to various current Chinese or Japanese periodicals and newspapers, the latter being received daily from abroad by airmail. The Library also has a good collection on Oriental art; its shelves on East Asian geography, history, and politics will be found adequate. All students have open stack privileges, and are invited to browse and utilize all these materials at their convenience.

Special Guest Lecturers: The regular course work of each school is amplified by a series of lectures by distinguished scholars in the field of East Asian studies. Each guest lecturer gives a formal lecture, and remains for a time as guest of the school, conducting informal discussions, and sharing in the school's activities. The formal lecture is usually given in English so that all may profit from it; the discussions are usually conducted primarily in the language of the school.

Admission: Since the study of Chinese and Japanese requires real linguistic ability and very intensive study, only students of high motivation and ability are accepted. No examinations are required for admission, but all students are carefully screened; placement tests are given in the first meetings of all courses beyond the beginning level, and the right is reserved to place each student at the level best suited to his full profit. No degree is presently offered in Chinese or Japanese. Students are admitted for one summer only, and must reapply for any succeeding summer.

Dates and Fees: The session will begin on Sunday, June 14, and students are required to register that afternoon. It will last for ten weeks and close on Saturday, August 22. In these ten weeks it is planned and expected that the intensive program will permit the equivalent of a year's work to be done. The Middlebury College Registrar will issue an official transcript to those who complete the course.

The fee covering full tuition of $550, board at $275, and room at $175, is a total of $1000. This is a unit fee, not divisible, as it is expected that all students will live and take their meals in the school in order to derive fullest profit from the intensive experience. The only other expenses will be for books. lab tapes, and personal expenses.

Fellowships and Self-Help: As the Middlebury College Intensive Program in East Asian Studies, the Summer Schools of Chinese and Japanese are approved to offer a limited number of NDFL Fellowships. The amount of money allocated permits each fellowship to cover the fees for board, room and tuition, with a limited amount for travel and dependents. Undergraduates who have studied the particular language for at least one year, or who have had a year of linguistics, are eligible to apply. Graduate students who are preparing for college teaching or other public service are eligible. Graduate students beginning the language must show urgent professional need for beginning. In general, applicants must be American citizens.

Applications for admission and for an NDFL Fellowship are made on the same application blank, which will be sent on request. Application for admission may be made at any time, but early application is advisable. Applications for NDFL Fellowships *must* be filed at the address given below *not later than March 15.* A successful applicant for a Fellowship will be notified about April first.

Middlebury College also offers a limited number of Bursary Scholarships in the amount of $500 to outstanding students applying for admission to the Chinese or the Japanese School, who are willing to wait on table in that school. A special application blank will be sent to interested applicants. The deadline for these applications is also *March 15.*

Applications for admission, for NDFL Fellowships, for Middlebury Scholarships, and all inquiries or general correspondence should be addressed to:

Dr. Stephen A. Freeman
Director of The Language Schools
Attention: The Chinese School, or The Japanese School
Sunderland Language Center, Middlebury College
Middlebury, Vermont 05753
Phone: (802) 388-7973

The Chinese School

中文學校

Now entering its fifth year, the Chinese School has effectively developed a coordinated and time-tested program of five courses that train students from the beginning through the fourth-year level. True to the Middlebury College foreign language summer schools' tradition and proven principles, the Chinese School emphasizes skills in spoken Mandarin. At the same time, equal stress is placed upon the written aspects of the language, both reading and writing. It is believed that the verbal and written parts of the language are complementary, with spoken Chinese reinforcing and increasing comprehension of the written word. Courses beyond the first half of the second-year abandon romanized texts, and even at the elementary level students are quickly weaned away from a dependence on romanization. In advanced courses, expository writing and fiction serve as materials for a further study of grammar and for class discussion, both of which are conducted in Chinese by students and faculty alike.

In and out of class, the aim of the school is to create as much as possible a living Chinese language environment. Toward this end, the team of faculty members, most of whom have taught at Middlebury at least two summers and are familiar with its principles, participate in all aspects of the school life. Their availability on campus assures continual personal attention to the students' academic interests and problems. Besides the life in the Chinese dormitory and dining-hall, extra-curricular activities of the school include special lectures and demonstrations followed by discussions, painting and calligraphy classes, Chinese films, sports events, dramatic and singing activities, picnics, and off-campus excursions. Given such a variety of experiences in the life of the on-campus Chinese community, all students acquire a large practical spoken vocabulary concerning matters of daily living. This is of course in addition to the grammar and vocabulary learned in class, which students have frequent opportunity to put into spontaneous practice in natural situations outside of class.

The Staff 教員

Ta-Tuan Ch'en, *Director.* Associate Professor of East Asian Studies, Princeton Univ. Completed his undergraduate education at the Univ. of Nanking; received his M.A. from National Taiwan Univ. and his Ph.D. from Indiana Univ. He has taught Chinese history at National Taiwan Univ. and Chinese language at Harvard Univ. Author of *China-Liu-ch'iu Relations,* 1723-1820 (in Chinese); of "Investiture of Liu-ch-iu Kings in the Ch'ing Period" in *The Chinese World Order,* (Harvard Univ. Press); and of *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese* (Princeton Chinese Linguistics Project). Director, Middlebury College Summer School of Chinese, 1967, 1969.

Edmund H. Worthy, Jr., *Dean.* Candidate for Ph.D. in Chinese History, Princeton Univ. A.B., Yale Univ., 1963; M.A., Princeton Univ., 1969; Yale-in-China Fellow, teaching and studying at New Asia College, Hong Kong, 1963-66. Author of "Yung Wing in America", *Pacific Historical Review* XXXIV, 1965, and contributor to the Ming Biographical Project. Middlebury College Summer School of Chinese, 1969.

Mrs. Yung-Chi Ch'en. Received her B.A. from National Teachers College for Women, China, and her Master's degree in Education from Southern Illinois Univ. She has taught Chinese at the Harvard Summer School and was a Lecturer in Chinese at Princeton Univ. Middlebury College Summer School of Chinese, 1967, 1968, 1969.

Yan-Shuan Lao. Associate Professor of East Asian Studies, Ohio State Univ., 1968—. A.B., National Taiwan University, 1955; Ph.D., Harvard 1962. Asst. Prof. of Chinese, Univ. of Washington, 1962-68. His publications include several short articles in Chinese in the *Ta-lu-tsa-chih;* "Korean Slaves and Other Comparable Groups in the Yuan Dynasty," in the *Dr. Li Chi Festschrift;* "Yuan Imperial Dietary Compendium *Yin-shan cheng-yao," Bulletin* of the Institute of History and Philology, Academia Sinica, 1969; and book reviews in the *Journal of Asian Studies* and *Revue bibliographique de Sinologie.* Middlebury College Summer School of Chinese, 1966, 1968, 1969.

Mrs. Niann Ing Lao. Received her A.B. from the National Taiwan University and her M.A. from the University of Washington. She has been a cataloguer in the Harvard Law School Library. Middlebury Summer School of Chinese, 1966, 1968, 1969.

Hai-T'ao T'ang. Instructor in Chinese, Princeton Univ., 1966—. Received his A.B. from Taiwan Normal Univ. in 1957 and his M.A. from National Taiwan Univ. in 1963. Lecturer in Chinese Literature at National Taiwan Univ., 1963-66. Taught in the Inter-University Center for Chinese Language Studies in Taipei, 1962-66. Publications in Chinese: *A Study of the Preface to the Book of Odes,* National Taiwan Univ., 1963; and "A Study of the Various Chapters in the *Analects* Concerning Uprightness" in *The Confucian and Mencian Monthly* VI, 1963; in English, "Knight Errantry Tales" in *Free China Review* XIV, 1964. Middlebury College Summer School of Chinese, 1968.

Mrs. Nai-Ying Yuan T'ang. Lecturer in Chinese, Princeton Univ.; 1968—. Received her A.B. and M.A. degrees from Taiwan Normal Univ. in 1957 and 1960. Lecturer in Chinese Literature at Taiwan Normal Univ. from 1960 to 1966. Taught Chinese Language at the Mandarin Training Center of Taiwan Normal Univ. 1956-1964, and at the C.I.C. Summer School, Univ. of Michigan, 1967. On Research Staff, Chinese Linguistics Project, Princeton Univ., 1967-68. Author of *Chang Tai-yen's Contribution to Chinese Classical Studies Taiwan Normal Univ. Bulletin* III, 1961. Middlebury College Summer School of Chinese, 1968, 1969.

Tsung-Yao T'ien. Instructor in Chinese Literature, Michigan State Univ., 1967—. B.A., 1961, and M.A., 1963, National Taiwan Univ. Instructor, National Taiwan Univ., 1963-66; Instructor, Stanford Univ., 1966-67. His publications in Chinese include *Textual Criticism of Lun Heng,* Taiwan Univ., 1965; "Textual Criticism of the *Spring-Autumn Annals of Yen Tzu.*" *Bulletin of College of Arts,* Taiwan Univ., XIII, 1964; "A Chronicle Biography of Wang Po." *Ta-lu tsa-chih,* XXX, 12, 1965. Middlebury College Summer School of Chinese, 1969.

Mrs. Hsing-Hua Tseng. Lecturer (with rank of Asst. Prof.) in Chinese, Livingston College, Rutgers Univ., 1968—. B.A. in History, 1956, National Taiwan Univ.; M.A.T. in Linguistics, 1965, Indiana Univ. Taught Chinese at the C.I.C. Summer School, Indiana Univ., 1964; Ohio State Univ., 1965; Univ. of Minnesota, 1966; Univ. of Michigan, 1967; Teaching Associate in Chinese, Indiana Univ., 1964-67 and Lecturer in Chinese, 1967; Asst. Professorial Lecturer in Chinese, Geo. Washington Univ., 1967-68. Middlebury College Summer School of Chinese, 1969.

Mrs. Huei-Ling Dzo Worthy. Instructor in Chinese, Princeton Univ., 1966-69. Born in Nanking, attended secondary school in Taiwan; received her B.A. degree from the Chinese Univ. of Hong Kong in 1966. Private tutor in Hong Kong. Middlebury College Summer School of Chinese, 1968, 1969.

Program of Instruction 課程

Chinese 1. Beginning Chinese

This course will cover the first half of the *Mandarin Primer,* both the romanized and the character texts. In addition to lectures and oral drill sessions, emphasis will also be placed upon individual work in the language laboratory. The medium of instruction throughout the course will gradually shift from English to Chinese. By the end of the session, students should have gained a mastery of basic grammatical constructions for reading and speaking, and should have an active spoken vocabulary of at least 1,000 words. It is expected that students will be able to reproduce 600 characters from memory. Students will also be introduced to the other major systems of romanization used in American schools.

Twenty hours of lectures, discussion and drill per week.
Two half-hours daily, or more, in the Language Laboratory.

Mrs. Tseng and Mrs. Worthy

Textbooks: Chao, Y. R., *Mandarin Primer,* Harvard Univ. Press; both romanization and character versions.
The Chao text will be supplemented with various materials prepared at Harvard University by R. C. Pian, and at Princeton University by J. L. Norman.
Ch'en, T. T., *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese,* Princeton Univ., Chinese Linguistics Project.
Credits: Ten semester hours for undergraduates, eight for graduate students.

Chinese 2. Second-Year Chinese

While continuing the audio-lingual approach, this course will place emphasis on the reading of Chinese character texts. The first part will cover the last half of the *Mandarin Primer,* with the second part shifting to the reading of essays and short stories in modern Chinese. The course will be taught in Chinese except for infrequent explanations of some grammatical points which can be presented more effectively in English. At the end of the course students are expected to be able to recognize 2,000 characters and to write at least 1,000 from memory. They should be able to speak with some fluency on conversational topics, to write short paragraphs, and to read articles by modern authors with the aid of a dictionary.

Twenty hours of lectures, discussion, and drill per week.
Two half-hours daily, or more, in the Language Laboratory.

Mr. Ch'en, Mrs. Lao, and Mrs. Ch'en

Textbooks: Chao, Y. R., *Mandarin Primer,* Harvard Univ. Press; both romanization and character versions.
The Chao text will be supplemented with various materials prepared at Harvard University by R. C. Pian and at Princeton University by Y. K. Kao.
Ch'en, T. T., *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese,* Princeton Univ., Chinese Linguistic Project.
Selected brief modern Chinese essays and short stories.
Credits: Ten semester hours for undergraduates, eight for graduate students.

Chinese 3. Third-Year Chinese (Modern Chinese)

This course aims at further development of overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: (1) essays on academic subjects; (2) modern vernacular literature: essays, short stories and plays; and (3) contemporary materials: political writings from Communist China and from newspapers. Classes will be conducted entirely in Chinese. Individual laboratory exercises will be required daily.

Mr. T'ang and Mr. T'ien

Textbooks: Chi, W. W., *Readings in Chinese Communist Ideology,* Univ. of California Press.
Mills and Ni, *Intermediate Reader in Modern Chinese,* Cornell Univ. Press.

Lyell, William, *The Lu Hsün Reader,* Yale Univ. Far Eastern Publications. Selected modern Chinese short stories and plays, and articles from Chinese academic journals, newspapers and periodicals.
Fifteen hours of class discussion and drill per week, plus individual laboratory practice.
Credits: Ten semester hours for undergraduates, eight for graduate students.

Chinese 4. Classical Chinese

This course is intended as an introduction to Classical Chinese and is open to students who have had no *wenyan* training, but who have completed at least two years of modern Chinese. Except for occasional explanations of difficult grammatical constructions, the course will be conducted entirely in Chinese. While the prime emphasis of the course is training in the reading of *wenyan,* there will be ample oral as well as written practice to enable the student to maintain his facility in the spoken language. Laboratory tapes will accompany all of the lessons as an aid to assimilation of the texts.

Fifteen hours of class discussion and drill groups weekly, besides individual laboratory practice.

Mrs. T'ang

Texts: Liu, Y. C., *Fifty Chinese Stories,* Lund Humphries, London.
Selections from the *Analects, Mencius,* and *Shih-chi.*
Credits: Ten semester hours for undergraduates, eight for graduates.

Chinese 5. Fourth-Year Chinese

Designed for advanced students with the equivalent of at least three years of Chinese. The readings for the course will range widely over contemporary materials in history and the social sciences, topics in modern and traditional scholarship, and selections from vernacular novels. The course will be conducted in a manner flexible enough to meet the needs and interests of the individual student. Taught exclusively in Chinese, this course is intended for those who wish to raise their Chinese language skills to a high level of proficiency.

Five hours of class weekly; daily conferences for discussion and oral practice, individually or in small groups.
Daily required individual laboratory practice with recorded materials.

Mr. Lao

Credits: Ten semester hours for undergraduates; eight for graduates.

The Japanese School

日本語学校

The Japanese School now joins the other six Middlebury College Foreign Language Summer Schools on the Middlebury campus. It will follow the same traditions and time-tested principles of intensive study, complete concentration upon the language and culture of Japan, and maximum immersion in its atmosphere. Dr. Hiroshi Miyaji of the University of Pennsylvania has accepted the responsibility of organizing and directing the school, and has gathered a staff of native Japanese teachers with experience in American schools or bi-lingual American teachers. For the first summer, only two levels of Japanese will be taught, Beginning and Intermediate Japanese. Emphasis will be placed on hearing and speaking modern colloquial Japanese, Tokyo speech. By mid-session, beginners will be expected to carry on simple conversations in Japanese, and to use the language whenever possible. Second-year students will be pledged to use Japanese to their maximum ability, and as their habitual and preferred means of communication. Kana and Kanji will be introduced gradually in the first year. At the end of the session, intermediate students should have mastered approximately 1000 Kanji, and be able to discuss mature subjects in Japanese. The oral and the written aspects of this instruction will reinforce each other. A year's work will be done in the intensive ten-week session.

Students and faculty will live the language together in the campus dormitories and dining hall specially reserved for the Japanese School. Activities outside the classroom are an important feature of the school life. Whether it is a coffee-break, a picnic, a group sing, a game of volley ball, a discussion with a guest lecturer, a swim in the pool, or a skit in the theatre, the object is to live it and play it in Japanese. Close informal contact with faculty members outside of class creates unusual intellectual stimulus, and compensates for the long and intensive session. Students are also encouraged to do as much reading as possible in English on subjects related to Japan and Japanese studies in order to broaden their knowledge of the socio-cultural background of modern Japanese.

The Staff 教授陣

Hiroshi Miyaji, *Director.* Associate Professor, Department of Oriental Studies, East Asian Division, Univ. of Pennsylvania. Secondary education in Tokyo; graduated from Kyoto Univ., A.B., with major in Philosophy, 1952. Lecturer at Rakusei High Schools, Kyoto. Graduate study at Kyoto Univ.; M.A. in Philosophy, Stanford Univ., 1961; Ph.D. in Linguistics, Stanford Univ., 1965. Taught Japanese in Dept. of Asian Languages at Stanford Univ. for eight years, and was Asst. Director of Stanford Center in Tokyo in 1961. Publications include *Frequency Dictionary of Japanese Words,* The Hague, Mouton, 1970; "On the Definition of Japanese Words and Word Classes", "Definition and Usage of Particles in Contemporary Japanese", and articles in philosophical journals.

Miss Linda Klepinger. Teaching Fellow in Japanese Studies, Dept. of Oriental Studies, Univ. of Pennsylvania. A.B., Phi Beta Kappa, Grinnell College, 1965. Graduated from Japanese Language School of International Students Institute, Tokyo, and audited courses at Ritsumeikan Univ., Kyoto. M.A., in East Asian Studies, Harvard Univ., 1967. Ph.D. candidate, Univ. of Pennsylvania. Was Admin. Asst., Int'l Service Div., A.F.S.C. for two years. N.D.F.L. Fellow at Harvard and Stanford. Author of papers: "Mystical Thought in the Work of Kawabata Yasunari", and "The Promotion of 'Western Learning' by Nineteenth Century Japanese Intellectuals."

Miss Carole Sherman. Candidate for Ph.D. in Japanese Literature, Univ. of Chicago. A.B. with Honors in Japanese History, 1964, and M.A. in Japanese Literature, 1968, Stanford Univ. Studied at the Inter-Univ. Center for Japanese Studies in Tokyo, 1964-65 under a Carnegie grant, and did graduate research in comparative literature at Tokyo Univ., 1965-66. Teaching Assistant of Japanese Language, Stanford Univ., for one year. N.D.E.A. Title VI Fellow at Univ. of Chicago since 1968. Specialization in the Meiji Literature, particularly Higuchi Ichiyô. M.A. thesis on the diary of Higuchi Ichiyô.

Matsuo Soga. Asst. Prof. of Japanese and Linguistics, Univ. of Iowa. Received his B. Ed. from Tohoku Univ., Sendai; B.A. in English Literature, Eastern Mennonite College, 1956; M.A. in English Literature, Univ. of Michigan, 1958. Received his Ph.D. in Linguistics from Indiana Univ. in 1966. Has taught English and Linguistics at Int'l Christian Univ., Tokyo; and Japanese and Linguistics at Univ. of Utah. Author of "Derivational Morphology and the Lexicon in a Generative Grammar" (studies in *English Literature,* Tokyo); "Chomsky's Linguistic Theory" (in Japanese, *Modern English Teaching,* Tokyo), and others.

Howard Sugimoto. Candidate for Ph.D. in Japanese History, Univ. of Penn. A.B. in History, Queens Univ., Canada; M.A. in History, Univ. of Washington, 1967. Has taught at the Univ. of Victoria, Canada; and has been teaching assistant in history at the Univ. of Washington, and in Japanese and history at the Univ. of Penn. Specializes in the history of the Japanese immigrants to Canada. Fellow of the Canadian Council. Author of "Vancouver Riots in 1907: a Canadian Episode" (*Historical and Sociological Aspects of Immi-*

gration, Conroy and Miyakawa); "Some Bibliographical Materials on the War-time Evacuation of Japanese from West Coast Areas", (ibid), and other articles.

Kiyoshi Yamazaki. Instructor in Japanese, Dept. of East Asian Studies, Princeton Univ. Secondary education in Tokyo High Schools; A.B., Tokyo Univ., 1962, in English Literature, with thesis "A Study of 'The Heart of Darkness' by Joseph Conrad". Worked for three years as copywriter at Suntory, and was awarded the prize of the Tokyo Copywriters' Club. Copywriter and art director for Time-Life office in Tokyo, 1965-1969.

Program of Instruction 教科課程

Japanese 1. Beginning Japanese

The course aims to teach the basic grammatical structure and the vocabulary of modern colloquial Japanese (Tokyo speech), through aural-oral drills and exercises. The course expects to complete both parts of E. H. Jorden's *Beginning Japanese* with primary emphasis on speaking-hearing for the first five weeks. Sufficient written materials will be added by gradually introducing Kana and Kanji in the last five weeks. Audio-visual materials — tapes, records, and slides — will be extensively used, so that students will learn the language in a socio-cultural context, and be encouraged to carry on free conversation. The instruction will be given in English at the beginning, but the medium will be shifted to Japanese as the course advances. By the middle of the session, the maximum use of Japanese is expected.

At the end of the session, students should have mastered the basic grammatical structure of modern colloquial Japanese, with an active vocabulary of approximately 1500 words, and a good command of Kana and at least 250 Kanji. They should be able to carry on daily conversation with little difficulty, and should have a good grasp of the socio-cultural background of modern Japanese.

a. Grammatical analysis, Japanese sounds and vocabulary. Two hours each morning.

Mr. Soga

b. Oral practice, explanations, discussion. One hour each morning. One hour each afternoon.

Miss Sherman and Mr. Yamazaki

c. Two half-hours daily of individual practice in the laboratory.

Textbooks: Jorden, Eleanor H., *Beginning Japanese,* parts 1 & 2. Yale University Press (with tapes).
Shokyû Kanji, Japanese Language and Area Training Center.
Index of Beginning Japanese Kanji, Japanese Language and Area Training Center.
A Guide to Reading and Writing Japanese, (rev. edit.), Tuttle Co. (recommended)
Credits: Ten semester hours for undergraduates, eight for graduate students.

Japanese 2. Intermediate Japanese

The course aims to give a thorough mastery of modern colloquial Japanese grammar (Tokyo speech), and control of a more advanced vocabulary through aural-oral drills, readings, and written exercises. The course will review Jorden's *Beginning Japanese;* and read thirty to forty chapters of Hibbett and Itasaka's *Modern Japanese: A Basic Reader,* and at least one essay and one short story as supplementary reading. The emphasis will be increasingly on reading and writing, but oral exercises will be given constantly so that students will progress in oral facility, and acquire the ability to discuss mature topics. Audio-visual materials will be extensively used so that students will learn the language in a socio-cultural context, and be encouraged to carry on free conversation. All class work will be conducted in Japanese, except when the explanation of certain grammatical points can be presented more effectively in English.

By the end of the session, students should have a good knowledge of modern Japanese grammar, much fluency in daily conversation, skill in the use of basic reference materials, the ability to read and write approximately 1000 Kanji, the ability to discuss intelligent subject matter in Japanese, and to write short essays. Students will also be urged to do as much collateral reading as possible in English, in order to enhance their understanding of the socio-cultural background of modern Japanese.

a. Grammatical analysis, readings, and discussions. Two hours each morning.

Mr. Miyaji

b. Oral drill, writing exercises, discussions. One hour each morning. One hour each afternoon.

Miss Klepinger and Mr. Sugimoto

c. Two half-hours daily of individual practice in the laboratory.

Textbooks: Jorden, Eleanor H., *Beginning Japanese,* parts 1 and 2, Yale University Press (with tapes).
Hibbett and Itasaka, *Modern Japanese: A Basic Reader,* vols. 1 and 2 (rev. edit.), Harvard University Press (with tapes).
Shokyû Kanji, Japanese Language and Area Training Center.
Recommended: *A Guide to Reading and Writing Japanese,* (rev. edit.), Tuttle Co.
New Concise Japanese-English Dictionary, Sanseido, Tokyo. *The Modern Reader's Japanese-English Character Dictionary,* (rev. edit.), Nelson, Andrew N. Tuttle Co.
Credits: Ten semester hours for undergraduates, eight for graduate students.

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